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ABSTRACT

This statewide survey of public school kindergartens in New York examines a representative sample of 76 local school districts. Its purposes were: (1) to prepare a status report of current goals, program development and general operational procedures and (2) to secure and analyze information which would help the state education department plan more effective ways of providing service to local districts. Data is presented on: facilities, equipment and material; organization and staffing patterns; curriculum content and practices; articulation and coordination; evaluation techniques and promotion policies; staff development activities; and parent involvement. Interviews and classroom observations serve as a basis for a number of generalizations. Analysis of collected data, including that which cannot be reported statistically, resulted in the generalization that there is a significant discrepancy between stated goals and program emphases and observed practices. For instance, the acquisition of specific skills, particularly in the reading area, is given much higher priority in observed program implementation than is evident in interview response. Although it might be expected that a survey of as large and diversified a state as New York would indicate a wide range of differences in goals, practices and policies, there appears to be surprising uniformity throughout the state. Differences evident are mostly within districts at the school building or classroom level and relate more to implementation than to other factors. The bulk of the volume consists of appended tables and charts. (Author/BF)

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kindergarten survey report

the university of the state of new york • the state education department
bureau of child development and parent education
albany, new york 12234

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kindergarten survey report

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KINDERGARTEN SURVEY REPORT

Introduction

Background Information

Kindergarten education has been an integral part of the State's elementary schools for over 100 years. The New York State Legislature granted permission for the establishment of public school kindergartens in 1894 and has supplied state aid to kindergartens since 1942. In the 1975-76 school year 228,648 children were served, 201,893 in half-day and 26,755 in full-day kindergarten classes. (Chart 1)* Of the 7,607 kindergarten teachers, 98.4% were female; 64.3% were between the ages of 26-48; 79% had permanent certification; 33% had master's degrees; and 11.4% had done work beyond the master's level. The average number of years of experience was nine and the average salary $15,000. (Chart 2)

During the last twenty years major changes have occurred in the educational programs of the State's elementary schools including kindergartens. Some changes have been brought about by advanced technological knowledge, some by pressure for better education of all children or for particular groups of children and some others by rapid social changes.

In the late nineteen sixties and early seventies, education of young children generated much interest and received much attention. State and Federal funding of such programs as Head Start and Elementary, Secondary Education Act programs dramatized the importance of early intervention and of the involvement of parents in their children's education.

Need for Current Information About Kindergartens in New York State

In June 1974, Thomas D. Sheldon, Deputy Commissioner of Elementary, Secondary and Continuing Education requested the Bureau of Child Development and Parent Education to investigate the current status of kindergartens in the public schools of New York State.

*All charts referred to can be found in Technical Appendix

Plan and Implementation of Survey

Dr. Sheldon approved the Bureau's decision to conduct a statewide survey of a representative 10% sample, or 76 school districts, (Charts 3 and 4) with a twofold purpose:

- To prepare a status report of current goals, program development and general operational procedures in the State's kindergartens;
- To secure and analyze information which would help the Department to plan more effective ways of providing service to local districts in the area of kindergarten education.

Six staff members with experience in kindergarten education participated in the development and implementation of the survey plan. They were assisted by staff from the Bureau of School Programs Evaluation and the Information Center on Education.

A review of professional literature relating to survey techniques, including consideration of available instruments for observation and interviewing, resulted in the decision to incorporate and adapt elements of several instruments in the development of forms (copies included in Appendix B) appropriate for the specific purposes of the New York State survey. Four forms, including a classroom observation form and interview forms for teachers, administrators and central office staff were used in pilot activities in three districts during the fall of 1974. During this same period a statistical sample of 76 districts was identified as representative of geographical areas, types, sizes and demographic make-up of the State's school systems. After appropriate communication regarding the survey, visits were scheduled to the first 38 districts in the sample.

Field work, requiring 150 man days exclusive of travel time, began in February 1975 and was completed in February 1976. (Chart 5) A preliminary report was presented to the Elementary, Secondary and Continuing Education Committee of the Board of Regents on June 29, 1976.

Interviews with teachers and administrators, ninety-minute classroom observations and less formal observations by the Bureau staff serve as a basis for a number of generalizations. Interpretations based on tabulation of data collected from instruments used and on the professional knowledge and experience of staff

provide a relatively accurate estimate of the status of kindergarten education in terms of goals, programs, and procedures. Identification of goals is based on verbal response to goal related questions and on observation of practices as they reflect goals.

The interview questionnaire eliciting statements of goals is open-ended, yielding responses which are organized into 17 categories. The four top ranking goals identified by both administrators and teachers are: (1) to promote growth and development of the individual, with social growth identified most often; (2) to contribute to readiness for school/first grade; (3) to promote acquisition of specific skills, with emphasis on the intellectual area; (4) to develop positive attitudes toward school and learning. There is a significant degree of agreement between administrators and teachers in goal identification. (Chart 6)

The four most often identified program emphases are: (1) social-emotional development; (2) language development; (3) attitude toward learning (curiosity, experimentation, enthusiasm) and (4) academic skills (reading, writing, arithmetic). A fifth emphasis, physical coordination and motor development, is only one percentage point below the first four. Again, there is a high degree of agreement between administrators and teachers. (Chart 7)

The check list system of recording, used in the main portion of the classroom observation form, is supplemented by observers' interpretive comments. These comments contribute significantly to the completeness and accuracy of the survey information. For example, a 63% level of incidence of use of art materials (Chart 8) might be interpreted as denoting a significant provision for creative, expressive art activities with strong implications for socio-emotional growth. Observer comments, however, reflect a high degree of teacher-directed activity which cannot be considered expressive or creative because of the emphasis on patterns and workbook activities related to reading and math. A similar type of distortion results from the tabulation of check lists indicating that 62% of programs observed provide blockbuilding activities in the classroom. (Chart 8) Comments by observers reveal that inadequate provision of block accessories and time for constructive use, as well

as lack of teacher involvement, negates the statistical implication that blocks are considered a significant learning medium.

Another significant difficulty posed by the check list approach, without supportive data provided by professional expertise, is that of separating the teaching-learning experience into discrete categories such as reading, listening, speaking, literature, etc. From a developmental point of view, learning to read includes listening, speaking, enjoying literature as well as art, music, construction with blocks and exploration in many areas. In fact, the entire kindergarten experience contributes to the development of reading ability. However, usage of time in such an approach to instruction in reading is clearly different from time scheduled and spent in the direct teaching of specific skills in reading.

Analysis of all the data available, including that which cannot be reported statistically, results in the generalization that there is significant discrepancy between the stated goals and program emphases and the observed practices. The acquisition of specific skills, particularly in the area of reading, is given a much higher priority in observed program implementation than is evident in interview responses.

Facilities, Equipment and Material

Indoor facilities are generally adequate in terms of total space, bathrooms, sinks, storage, display areas and lighting. Outdoor areas are available in most districts although only 39% are equipped, usually with conventional swings, slides, etc. However, only 8% of the areas were observed in use during a period representing all seasons.

Sixty-nine percent of the classrooms observed are equipped for most of the appropriate learning activities but only 46% have defined areas for equipment and only 34% were observed in use. (Chart 8) Audio-visual equipment available to most districts' Kindergarten teachers includes: movie, slide, overhead and opaque projectors; tape recorders; record players; listening stations, equipped with ear phones and commercially prepared programmed records or tapes; TV sets; video tape players and video taping equipment. (Charts 8, 9 and 10) Inadequacies exist in the supply of raw and manipulative materials for art and music, science, woodworking, sand, water and cooking.

Workbooks, worksheets, commercially prepared kits, basal readers, reading systems and other programmed materials are available in abundance. Materials for nonstructured, self-initiated, creative and sensory experiences are often inadequate and sometimes nonexistent. The inadequacy of classroom library centers in terms of quantity, variety and quality of books available in an attractive, inviting setting is surprising in light of almost universal emphasis on reading skill. The responsibility for selection of materials cannot be clearly identified from the data because of some difference between the questions asked of administrators and teachers and because of inconsistency of information given by the two groups.

Organization and Staffing Patterns

Almost 90% of the kindergartens in the State provide half-day rather than full-day sessions. (Chart 1) The reasons most often given for providing full-day programs, as well as advantages seen by staff, related to improved educational opportunity. (Chart 11) The average class size in the sample is 22.4 with one teacher serving two groups of children in half-day sessions. (Chart 13) In most cases children are assigned to heterogeneously grouped classes (Chart 15) although, within classrooms, grouping is sometimes homogeneous according to ability in specific instructional areas. Eighty-four percent of the teachers prefer heterogeneously grouped classes. (Chart 16)

The use of personnel other than teachers, as reported in the number of adults available and as actually observed in classrooms, (Chart 18) demonstrates some lack of recognition of the need to provide individual attention and enriched experience. Those districts which have para-professional and/or volunteer programs are enthusiastic about their contribution, especially where there is a well-planned, on-going inservice program for both sides and/or volunteers and teachers.

Most specialists available to kindergarten classes provide services outside the classroom in the library, gymnasium, art or music room. (Charts 19 and 20) Experiences provided by specialists are seldom observed or shared by the classroom teachers. Experiences are not planned cooperatively even though administrators indicate that specialists are available for this purpose. Consultative service seems to be available

to a limited extent mainly in the area of reading where the emphasis is often on the early identification, prevention or remediation of "problems", rather than on assistance with program development which focuses on individual needs and growth of all students.

One auxiliary service available in most districts is that of the school psychologist. The extent to which the service can be provided is often limited, focusing most frequently on testing for general screening purposes or on referral because of a perceived problem. Another common service available is that of the school nurse. (Charts 22, 23 and 24) Some districts are working toward a coordinated, comprehensive approach to health service. Linkages with other community service agencies which provide specific resources do not seem to be a pattern developed in many school districts. (Chart 25)

Supervision of the kindergarten program in most districts is assigned to the building principal who is responsible for all aspects of elementary education. (Chart 26) Where curriculum directors or other personnel share supervisory responsibilities, the district is usually a large one and staff has a heavy workload.

Curriculum: Content and Practices

As indicated in the prior analysis of program goals and emphases, a definite and almost universal curricular emphasis on reading is evident, with less emphasis on mathematics, science, social studies, health, safety, physical education, art, music and literature.

Although there is some discrepancy between answers given by teachers and those given by administrators, it appears that decisions in regard to curriculum and program practices are made by committees of teachers and administrators in a majority of the districts. (Charts 27 and 28) Thirty-two percent of the districts use no course of study and only one percent use K-3 courses of study. State curriculum guides (not based on grade levels) are used in .001% of the districts; curriculum guides for kindergarten alone, in 28%; K-1, in .03%; and K-6, in 27%. (Chart 29) The four most often used procedures for developing district courses of study are: (1) examination of books and materials by 80%; (2) examination of State curriculum guides by 76%; (3) workshops involving teachers and administrators by 73% and (4) inservice meetings by 63%. (Chart 30)

In most classrooms observed there is a high percentage of teacher-directed group activity with little or no choice on the part of the children. When individual or independent activity is permitted, it is either to reward completed assignments or to enable teachers to work with small groups on teacher-selected skill-related activities. Children's choices for independent activities are not only limited by schedules based on necessity to "cover" certain curricular material, but also by lack of variety in equipment and materials which are made available for independent use. (Charts 32, 33 and 34)

Articulation and Coordination

There appears to be relatively little planned effort to encourage articulation and coordination of the kindergarten and primary programs. (Chart 35) Most of that articulation seems to take place between kindergarten and first grade on an informal, individual teacher-initiated basis of verbal sharing and through written records and reports. Kindergarten teachers are seldom involved in district or school wide policy decisions.

Evaluation and Promotion

The evaluation technique identified by administrators and teachers as most frequently used and as most successful is the parent-teacher conference. Report cards, anecdotal records and commercial readiness tests followed, in that order. (Chart 36) Promotion or retention policies most frequently identified are teacher recommendation and agreement through parent-teacher conference. Fifty-seven percent of the administrators indicate a policy of almost universal promotion from kindergarten to first grade. (Chart 37)

Staff Development Activities

Most districts have a formalized plan for staff development including meetings, workshops, inservice courses and/or recognition of college work at the graduate level. Staff responses reflect a wide variety of opinion as to the value of these activities. (Chart 38) It is interesting to note the teachers' low rating of salary increment as an incentive for staff development. Although 92% identified increments as an incentive for staff development, only 23% rated them as one of the four most important provisions for teacher growth.

Parent Involvement

The two activities most frequently used and considered most successful for involving parents in the kindergarten program are parent-teacher conferences and pre-registration programs. Ninety-four percent of the districts sponsor parent-teacher conferences; 79% of the administrators and 82% of the teachers view them as most successful. Eighty-five percent of the districts conduct pre-registration programs; 54% of the administrators and 48% of the teachers consider them successful. (Chart 39)

The support evident for these two activities may indicate a trend toward recognition of parent involvement as an essential component of the educational process. Another indication is a slowly growing enthusiasm for programs of parent participation in classroom activities. This is not evidenced in the statistical data so much as it is reflected in the depth of feeling expressed in the relatively small number of districts which have well-planned programs for parent volunteers with constructive inservice for parents and teachers involved.

Summary

It might be expected that a status report of kindergarten education in a state as large as New York, with as many local systems, as much diversity of organization and as high a degree of local autonomy, would indicate a wide range of difference in goals, practices and policies. Instead there appears to be a surprising uniformity throughout the State. The differences evident are for the most part within districts at the school building or classroom level and relate more to implementation than to other factors.

Implications for Recommended Service by the State Education Department

Evidence of Need and Readiness

The response to this survey is one of the most significant evidences of need and readiness for assistance. Of the original 76 districts contacted only 13 did not accept and these either requested a delay or were involved in a local situation which made it impossible for them to

participate. Other evidence, not documented specifically in current data, is represented in the numerous requests by administrators and teachers for consultative service both at the time of the survey and as a follow up.

The inadequacy of supervision available for kindergarten programs constitutes a widely recognized need. In the sample of 76 districts there are only 14 full-or part-time supervisors, not all of whom are specifically responsible for kindergarten or early childhood education programs. The building principal has major responsibility for stimulation and support in an area with which he/she has often had little experience.

Not lending itself to statistical documentation, but none the less evident, is teacher feeling of impotence in the face of bombardment by a number of issues over which they have no control. These include:

- -The American tendency toward extreme swings from one educational fad to another with commercial interests capitalizing on this tendency;
- -Popularization of inaccurate generalizations about modern children's level of intellectual development, i.e. "children are smarter than they used to be", or assuming need for prescribed early intervention for any behavioral or maturational deviation often labeled "learning disability";
- -Influence of public and governmental concern for "compensatory" education, which has focused on structured academic experiences for the young child;
- -Interpretation of "accountability" as necessitating earlier introduction of formal reading;
- -Tendency for administrators to be panicked into use of "teacher-proof", programmed material.

State Education Department Capability to Provide Service

The State Education Department has available staff with the background, experience and commitment to provide consultative and supervisory services in the area of the above issues and in more specific concerns such as:

-Development of a strong philosophical base for practices consistent with what early childhood education practitioners know about growth and learning processes;

-Facilitating program planning and classroom organization to assure a learning environment appropriate for meeting the districts' most often stated goal of promoting the growth and development of the individual in every area, including the acquisition of necessary literacy skills;

-Planning to stimulate participation of a variety of people other than the teacher in classroom activities, including adequate training of both professional and volunteer staff to assure a coordinated approach;

-Establishing procedures for articulation and coordination within a kindergarten-primary unit providing program continuity;

-Developing constructive school-parent relationships, especially in terms of involving parents in the education of their children;

-Establishing linkages with community agencies and individuals to secure essential comprehensive services for children and families.

Possible Approaches to Provision of Service

The Bureau of Child Development and Parent Education is currently sponsoring a Consortium of representatives from districts with federally funded Follow Through Programs, districts participating in the indepth study phase of the evaluation of the State Experimental Prekindergarten Program and other appropriate State Education Department units. By use of funding provided by a Follow Through State Technical Assistance Grant, workshops, onsite consultations and a program of intervisitations are offered. This Consortium might suggest a possible mode of action for like groups to provide similar service to kindergarten programs throughout the State.

Some plan for regional delivery systems would probably prove the most efficient. The regions might be centered around an existing structure such as BOCES or the ESEA Title I regional offices or might develop as the result of the "ripple" effect of Department response to specific requests from districts in the survey sample.

It is clear that, given current time and financial constraints, the resources of the Department will need to be concentrated at the administrative/supervisory level or used to serve representative groups from several districts at a time rather than in onsite work with single districts.

Emphasis should also be given to assisting districts to develop local and regional resources and in interdistrict articulation designed to capitalize on and share varying strengths. The Department might serve as a clearing house of informational and personal resources in various categories of need.

TECHNICAL APPENDIX A

CHART 1

1975-76 PUBLIC SCHOOL KINDERGARTEN ENROLLMENTS BY TYPE OF SCHOOL DISTRICT

	Half-Day	Full-Day	Total
Total Cities (excluding New York City)	34,486	1,911	36,397
*New York City	64,007	3,283	67,290
Villages	79,564	5,402	84,966
Supervisory Districts	23,836	16,159	39,995
TOTAL STATE	201,893	26,755	228,648

*Not all eligible New York City children of Kindergarten age are enrolled in Kindergarten programs.

CHART 2

TEACHERS AND SUPERVISORS: STATEWIDE AND SURVEY STATISTICS

Kindergarten Classes	7986
Kindergarten Teachers	7607
Average Salary	$15,200.
Sex - Female	98.4%
Male	.6%
Ages - 26-48	64.3%
Education:	
Less than B.A.	.2%
Bachelor's Degree	38.4%
Master's	33%
Beyond Master's	11.4%
Average Years of Experience:	
Statewide	9 years
Sample	11.1 years
Permanent Certification	79%
Supervisors	
Statewide:	
Kindergarten Supervisors	6
Other Part-Time Supervisors	17
Early Childhood Supervisors	30
In Sample:	
Part or full-time supervisors including assistant principals, reading consultants, etc.	14

CHART 3
CRITERIA FOR SELECTION OF REPRESENTATIVE SAMPLE

1. Sufficient size to be a significant sample of the approximate 228,648 kindergarten children

2. Geographically representative

3. Representative of the variety of size and type of school districts

4. Representative of different levels of socio-economic status of residents

5. Representative of different population groupings, including racial and ethnic backgrounds

6. Representative of different communities including urban, suburban and rural

CHART 4
REPRESENTATIVE SAMPLE DISTRICTS BY TYPE

TYPE	CHILDREN ENROLLED	CHILDREN OBSERVED
Total Cities (excluding New York City)		
6 Small City Districts	3,443	1,072
1 Big Five City District	2,146	545
	5,589	1,617
New York City		
2 Community Districts	3,409	644
Upstate Districts (including Union Free, Central and Common School Districts)		
67 Village and Supervisory Units	12,888	4,157
TOTALS	21,886	6,418

CHART 5

SITE VISITS

February 1975 - February 1976

Number of Schools in Sample with Kindergartens	271
Number of Kindergarten children Enrolled:	
Half-Day	19,860
Full-Day	2,026
Total	21,886
Number of Kindergarten children Observed:	
Half-Day	5,414
Full-Day	1,004
Total	6,418
Number of Schools Visited	201
Number of classes observed	297
Total observation time	353 hours
Number of Interviews Completed	
Teachers	251
Administrators	209
Total Man-Days in Districts (not including travel to and from districts)	150

CHART 6

CATEGORIES FOR GOALS

CATEGORY	% Administrators	% Teachers
Contribute to: 1. Readiness for first grade/ school	43	46
2. Positive attitudes toward school/learning	22	32
3. Adjustment to school	22	23
Promote: 4. Overall development	7	8
5. Emotional development	18	30
6. Intellectual development	13	10
7. Physical development	9	8
8. Social development	54	51
9. Overall acquisition of skills	6	2
10. Acquisition of emotional skills	2	3
11. Acquisition of intellectual skills	40	47
12. Acquisition of physical skills	4	3
13. Acquisition of social skills	7	13
14. Assess children's needs	21	8
15. Assess and meet these needs	17	16
16. Inform parents of school practices and expectations	2	1
17. Initiate and promote parent involvement	4	2

CHART 7

PROGRAM EMPHASIS

	Administrators %	Teachers %
Social-emotional development	82	72
Language development	76	76
Attitude toward learning (curiosity, experimentation, enthusiasm)	63	56
Academic skills (reading, writing, arithmetic)	54	52
Cognitive development (thinking, problem solving, conceptualization)	49	44
Creative arts and expression	26	47
Sensory awareness	18	19

Five administrators and four teachers in smaller districts, where only one interview was scheduled, refused to rank them on the basis that all areas were important.

CHART 8
EQUIPMENT, MATERIALS AND OTHER RESOURCES*

INDOOR SPACE	AVAILABLE %	IN USE %	DEFINED AREA %
Art	95	63	60
Audio-Visual	85	31	41
Blocks	94	62	70
Cooking	28	5	17
Dress-up and Props	49	22	43
Games, Manipulative Toys and puzzles	99	59	72
Housekeeping	97	47	84
Mathematics	78	44	44
Music	93	41	56
Reading and Writing	82	59	53
Sand/Water	18	7	10
Science:			
a. Live animals			
b. Plants	42	17	31
c. Other			
Woodworking	22	3	9
Classroom Library	89	34	63
Other**	0	0	0
AVERAGE PERCENTAGES	69%	34%	46%

* Furniture (tallied separately)

	%	%
Bulletin Boards	95	77
Resting Equipment	34	17
Storage	94	73
Tables and chairs	96	83
TOTALS	80	63

** Other was eliminated because of lack of consistency of response. Examples of the items observed are balance beams, tunnels, ladders, puppet theaters, indoor slides, portable stores, tricycles and like equipment.

CHART 9

MATERIALS AND TEACHING AIDS READILY AVAILABLE

	Administrators	Teachers
	%	%
Supplementary Library books	100	98
Professional Library	91	84
Overhead projector	99	94
Opaque projector	94	81
Display space	98	92
Movie projector	100	97
Tape recorder	100	98
Films and filmstrips	100	99
Television	73	69
Photographic materials	63	57
Record player and records	98	99
Video tape recorders	69	52
Duplicating equipment	98	97
Laminator	65	54
Science & Mathematics kits	71	71
Other including:	37	27
Listening Stations Language Masters Cooking Equipment Graflex Projectors Printing Press		

CHART 10

PUBLISHERS OF READING AND MATHEMATICS MATERIALS
(Mentioned Five Times or more by Central Office Staff)

Mathematics

Houghton Mifflin

Holt, Rinehart and Winston

Addison Wesley

Silver Burdett

Harcourt Brace Jovanovich

Reading and Language Development

Scott-Foresman

Houghton Mifflin

New Dimensions (Alpha)

Ginn

Lippincott

American Guidance Service (Peabody)

CHART 11

REASON FOR FULL-DAY KINDERGARTEN SCHEDULE
(According to Central Office Staff)

	%
(1) Bus Schedule	32
(2) Community Demands	18
(3) Educational Value	44
(4) Other including:	6
Follow Through State Aid	

CHART 12

ADVANTAGES OF FULL-DAY SCHEDULE

	Administrators %	Teachers %
a. More time to assist children	Not asked	69
b. More enrichment possible	67	70
c. Slower tempo in classroom	36	42
d. More curriculum areas covered	Not asked	56
e. Other	41	30

Simpler bussing schedule; more efficient use of time
Exposure to good nutrition and habits of eating
Fewer children and parents for teacher to know
More attention to developmental needs of the child
More group interaction/social awareness
More individualization and flexible pacing
Earlier identification of problems

CHART 13

CLASS SIZE COMPARISONS

Type of Program	Ratio of Children to Adults	Number of Districts in Sample
Full-day	19	20
Both Full and Half-Day	26½	4
Half-Day	35 (for 2 sessions or 17.5 per session)	52

The Information Center on 1975 Education Report:

Average Kindergarten Class Size in New York State	23.6 children
Average class size in sample districts	22.4 children

CHART 14

CLASS HOURS

Full-Day - Longest reported - 6 hours 50 minutes
Shortest reported - 5 hours

Half-Day - Longest reported - 3 hours (a.m.) 2 hours 45 minutes (p.m.)
Shortest reported - 2 hours 15 minutes

55 Districts reported average time 2 hours 32 minutes for morning sessions

54 Districts reported average time for afternoon sessions 2 hours 28 minutes

CHART 15

POLICIES RELATED TO CLASS PLACEMENT OF CHILDREN

	Heterogeneous	Homogenous	Inter-age	Other Considerations	None
	%	%	%	%	%
District policy	79	5	2	5	9
School policy	43	4	2	1	0
Other	0	0	0	0	0

CHART 16

GROUPING PATTERN PREFERRED BY TEACHERS

	%
Homogeneous	10
Age	03
Ability estimate	07
Readiness	08
Recommendation of prior teacher	0
Other	0
Heterogeneous	84
No Preference	03
Other	03

Including:
Bus routes; transportation or non-transportation
Interage grouping
Language difference

CHART 17

ENTRANCE SCREENING AND TESTING POLICIES

	Screening-Health	Screening for Handicaps	Testing for Early Entrance	Other
	%	%	%	%
District policy	91	81	26	3
School policy	33	32	4	1
None	3	4	14	0
Other	0	5	3	0

CHART 18

PERSONNEL OTHER THAN TEACHERS IN CLASSROOMS

	Number Observed	Number Reported as Available
Paraprofessionals		
including Bilingual Aides, ESEA Title I Aides	130	195
Volunteers		
including parents	45	697
Student-Teachers	36	87
Others		
including elementary, high school and college students and community resource people	29	273
Specialists		
not including those in the library, gymnasium, art and music rooms	47	295
TOTAL	287	1,547

CHART 19
SPECIALISTS IDENTIFIED BY CENTRAL OFFICE STAFF

Numbers Reflect Districts Reporting

	* Scheduled Weekly	Classroom Teacher Present	Teaching Teacher Not Present	Planning with Teacher	Inservice Education	Working with Parents
Reading	38	9	17	32	17	18
Mathematics	13	5	5	11	8	8
Foreign Languages (Spanish & Indian)	4	1	1	3	0	1
Art	40	9	22	20	7	4
Music	39	11	29	24	7	1
Library	48	20	24	23	10	4
Speech	56	7	37	31	12	16
Physical Education	53	7	38	22	12	6
Others including:	5	0	0	2	0	1
Learning Disabilities Teacher						
Coordinating Teachers						
Prescription Teachers						
Science						
Learning Center Teachers						
TOTALS	296	69	173	168	73	59

*While service to kindergartens was requested in terms of minutes per week, responses were so varied that only the number of districts with scheduled personnel could be included in data.

CHART 20

CURRICULUM AREAS SUPPORTED BY SPECIALISTS
IDENTIFIED AS MOST HELPFUL TO TEACHERS

	%
Reading	28
Mathematics	9
Art	19
Music	35
Physical Education	54
Library	40
Speech	64
Other including	20
Early childhood supervisor	
Diagnostic team	
Language consultant	
Title I education assistant	
Follow Through staff developers	
Learning development specialist	
Curriculum developer	
Regional resource centers	

CHART 21
TYPE OF SPECIALIST SUPPORT PREFERRED

	%
Classroom teaching with teacher present	32
Classroom teaching without teacher - present	40
Consultative assistance	48
Supervision	5
Demonstration lessons	20
Combination	0
Other including:	6
Coordination	
Provision of materials	
Out of class activities	

CHART 22

AUXILIARY SERVICES

Numbers Reflect Services Reported as Available

	Testing	Treatment	Class Participation	Interview w/ Teachers	Working w/Parents	Other
Psychologist	90	30	18	36	58	4
Nurse	74	38	43	30	57	5
Doctor	60	16	1	6	15	2
Dentist	7	3	3	1	3	0
Nutrition Assistant	1	0	1	1	0	0
Social Worker	14	2	2	5	12	2
Guidance	12	6	2	7	11	0
Dental Technician	7	2	5	3	0	1
Diagnostic Teams	10	4	1	5	7	1
Psychiatrist	1	1	0	0	1	0
Attendance	2	0	0	0	2	0
Audiologist	1	0	0	0	0	0
TOTALS	257	101	76	94	166	14

CHART 23

AUXILIARY SERVICES CONSIDERED BY TEACHERS AS MOST IMPORTANT IN SUPPORTING CLASSROOM PROGRAM

	%
Psychological	77
Health	82
Nutritional assistance	8
Social Services	22
Referral to special agencies	11
Other including:	12
BOCES resources	
Guidance counselor	
Dentist	
Bilingual teacher	
Service from college staff	
Learning development team	
Resource teacher	

CHART 24

TYPES OF AUXILIARY SERVICES CONSIDERED BY TEACHERS AS MOST HELPFUL

	%
Psychological testing	85
Physical examinations	63
Dental examinations	21
Teeth cleaning	10
Height and weight	25
Home visiting	23
Parent education in child care and nutrition	5
Achievement testing	11
Other including:	18
Team screening and assessment	4
Consultant service	8
Work with individual children	2
Assistance to families by nurse	4

CHART 25

REFERRAL AGENCIES UTILIZED

Total Number of Agencies Reported - 248

Districts Reporting

	Number	Percentage
One to five utilized	65	86
No agencies utilized	11	14
Five or more agencies utilized	22	29

Most Number Reported by a Single District - 15

Agencies Utilized by Five or More Districts

Mental Health Agency	32
Social Service Agency	27
Health Clinics	23
Hospitals	19
BOCES	15
Diagnostic Centers	15
Child Guidance Centers	8
Children Rehabilitation Centers	7
Communication & Hearing Centers	7
Association for Retarded Children	6

CHART 26

RESPONSIBILITY FOR SUPERVISION OF THE KINDERGARTEN PROGRAM

	Identified by: Teachers %	Administrators %
Assistant Superintendent for Elementary Education	11	15
The Early Childhood Supervisor	7	9
The Director of Elementary Curriculum . . .	9	12
The Building Principal	78	82
Other including:	30	31
Assistant Principal		
Reading Consultant		
Elementary Supervisor and Coordinator		
Psychologist		
Resource Teacher		
Administrative Assistant		
Follow Through Coordinator		
Bilingual Coordinator		

CHART 27

TEACHER RESPONSIBILITY IN THE DEVELOPMENT OF DISTRICT WIDE KINDERGARTEN CURRICULUM AND PROGRAM
(Method as identified by Teachers)

	%
A member of a committee of teachers	17
A member of a committee of teachers and administrators	46
Working with a single administrator	17
You alone	12
None	13
Other (specify) Members of other committees	6

CHART 28

RESPONSIBILITY FOR DEVELOPMENT OF DISTRICT KINDERGARTEN CURRICULUM AND PROGRAMS
(Method as identified by Central Office Staff)

	%
Committee of teachers	1
Committee of teachers and administrators	85
A single teacher	10
A single administrator	12
Other:	14
Curriculum Council Local & Central Boards	
Districts listing two answers	12

CHART 29

DISTRICT PREPARED COURSES OF STUDY REPORT

	%
Kindergarten alone	28
Kindergarten - Grade 1	03
Kindergarten - Grade 3	01
Kindergarten - Grade 6	27
None	32
Other including:	27

State Guidelines
Curriculum K-12
Reading K-12
Central Board K-6
Curriculum K-5
Curriculum 1-6
Goals & Priorities (Reading & Math)
Language Arts & Mathematics K-8
Language Arts & Mathematics K-12

CHART 30

PROCEDURES USED TO DEVELOP DISTRICT COURSES OF STUDY
(Identified by Central Office Staff)

	%
Workshops - teacher and administrators	73
Inservice meetings	63
Examination of books & Materials	90
Examination of State Curriculum Guides	76
Others including:	8
Consultation with other districts Consultants Right to Read Project	

CHART 31

RESPONSIBILITY FOR SELECTION OF MATERIALS

Administrators	%
Committee of teachers	22
Committee of teachers and administrators	32
Single teacher	19
Single administrator or supervisory personnel	11
Teachers	
Selection from catalog.	83
Set sum of money to spend	39
Part of a committee	27
Other specified to include	6
Use of computer sheet	
Conference workshops	
Individual selection and conference	
Selection by curriculum supervisor	
Selection by principal	

CHART 32

PERCENTAGES OF OBSERVED CLASSROOM PRACTICES

Grouping for Classroom Activities	%
a. Individual	76
b. Small Group	68
c. Total Group	87
Directions for Classroom Activities	**%**
d. Teacher-directed	93
e. Child-directed	77

These total percentages cannot equal 100% because several or all types of grouping could occur during one observation period. Also both teacher and child direction of some activities could occur simultanteously or singly during a period of time.

CHART 33

TECHNIQUES AND METHODS IDENTIFIED
AS USED IN MEETING TEACHERS' OBJECTIVES

	Administrators	Teachers	
			*Most Successful
	%	%	%
Small group activities	96	90	64
Total group activities	92	91	51
Self-chosen activities (free play, block building, dramatic play)	91	98	72
Dramatization and story telling	87	80	24
Audio-visual presentations	80	89	21
Discussions	79	90	33
Individualized	75	92	59
Field trips	75	85	17
Discovery and experimentation	70	78	27
Resource people	62	66	10
Learning Centers	59	59	12
Other including:	13	0	0

Correlated arts brought to school including children's theater
Library experiences
Media center
Interschool visitation and programs
Concerts
School plays
Cooking and baking

* not included in administrators interview

CHART 34

PERCENTAGES OF OBSERVED CLASSROOM INCIDENTS IN CONTENT AREAS

	%
1. Listening	11.8
2. Reading	11.5
3. Speaking	10.0
4. Arts and Crafts	9.5
5. Mathematics	8.9
6. Music	7.8
7. Social Science	6.9
8. Literature	6.3
9. Handwriting	6.2
10. Cultural Heritage	4.8
11. Physical Education	4.4
12. Health	4.8
13. Science	3.8
14. Writing/Dictating	1.9
15. Safety	1.7
16. Foreign Languages (including Spanish, Indian language, Chinese)	.7

CHART 35

ACTIVITIES ENGAGED IN TO ACHIEVE ARTICULATION AND COORDINATION OF PROGRAMS IN KINDERGARTEN AND FIRST GRADE; KINDERGARTEN AND PRIMARY GRADES

	K-1		K-3	
	Administrators %	Teachers %	Administrators %	Teachers %
Beginning-of-year meeting of teachers	64	47	69	34
Periodic meetings of teachers	72	48	73	39
End-of-year meetings of teachers	62	45	63	32
Curriculum committee	39	26	48	18
Districtwide curriculum committee	39	25	47	24
Written records and reports	68	75	72	56
Other including:	17	12	16	9

Follow Through Model meetings and support services
Parents meetings
Informal meetings
Interage classrooms
Moving Up Day; promotion meetings
Team Leader meetings
Quarterly reviews
Consultation with principals
Teaming of grades K-1, K-1-2
Teaming on common problems
Team teaching
Early Childhood Committee
Countywide meetings
Intervisitation
Teacher conference days
Eight curriculum days

CHART 36

TECHNIQUES AND INSTRUMENTS USED IN EVALUATING PROGRESS
AND/OR AS A BASIS FOR PROMOTION TO FIRST GRADE

	Administrators	Teachers	
	%	%	Most Important %
Commercial readiness tests	67	68	30
Anecdotal records	76	68	38
Teacher-parent conference	98	95	83
Report cards of accomplishments	80	78	21
Combination (abandoned because almost all used combination)	0	0	0
Other including:	10	23	24
Checklists and informal inventories			
Evaluation by teams			
Learning disabilities screening			
Teacher evaluation and recommendations			
Children's work in folders			
Criterion Tests			
Teacher-parent-principal conferences			

CHART 37

BASIS FOR PROMOTION/RETENTION POLICY

	% K-1	% 1-3
Almost universal promotion	57	32
Readiness tests	41	19
Achievement tests	10	41
Teacher-made tests	15	13
Teacher's recommendation	82	28
Child's attendance	28	9
Parent-teacher conference and agreement	73	26
One retention only in grades K-3	35	18
One retention only in grades 1-3	3	9
Other including:	38	8

Informal meetings
Folders of work
Case conferences
Psychological tests
Grade level meetings
Diagnostic team of specialists
Criterion tests
Skills inventory
Two retentions only K-5
Two retentions only K-6
One retention K-12
Pupil personnel committee
Continuous progress
Transitional First Grade
Teachers check list
PreFirst grade

CHART 38

ACTIVITIES PROVIDED BY DISTRICT TO FOSTER TEACHER GROWTH

	Administrators	Teachers	
	%	Provided %	Four Most Important %
Workshops	87	74	62
Grade Meetings	90	77	57
Faculty Meetings	95	85	25
Classroom visitation by supervisory personnel	94	75	20
Interclassroom visitations by teachers	65	52	35
Memberships in Early Childhood Organizations	27	11	5
Inservice courses	81	71	44
Attendance at area, state or national conferences	72	60	21
Professional library	84	73	23
Payment of fees for college courses	13	11	3
Salary increment for course completion	98	92	23
Other including:	13	0	0
Sabbatical leaves			
Professional development fund			
Follow Through Model Staff development			
Administrative encouragement			
Team meetings K-3			
Curriculum committees			
Summer stipends			
Kits and materials for new ideas			
Student teachers			
Piloting new ideas			
Other district workshops			
Outside district visitations			

CHART 39

ACTIVITIES SPONSORED OR ENCOURAGED BY DISTRICT TO INVOLVE PARENTS IN THE KINDERGARTEN PROGRAM AND THOSE FOUND MOST SUCCESSFUL

	1. Activities Utilized		2. Activities most Successful	
	% Administrators	% Teachers	% Administrators	% Teachers
a. Parent Teachers Association	36	69	19	22
b. Pre-registration Program	85	81	54	48
c. Kindergarten Mothers Group	12	17	07	7
d. Classroom visitations and/or observations	37	70	21	32
e. Outreach programs	4	4	2	3
f. "Mothers as Classroom Assistants Program"	33	32	19	18
g. Parent-Teacher conferences	94	94	79	82
h. Parent newsletter	35	66	17	15
i. Home visits	20	20	2	7
j. Other including:	26	46	29	16
	Parent Volunteers Room Mothers Orientation night and open house Parent Workshops and forums Coffee hours in homes	Volunteers Room Mothers Orientation open house Parent workshops and forums Special events Parent council Telephone calls Take home library	Volunteers Room Mothers Orientation open house Parent workshops Special events	Volunteers Room Mothers

APPENDIX B

INTERVIEW and OBSERVATION FORMS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Bureau of Child Development
and Parent Education

1975-76

KINDERGARTEN STUDY

INTERVIEW FORM - KINDERGARTEN TEACHERS

Name of School District _____ Number _____

Address of School District _____

Name of Person Interviewed _____ School _____

Bureau Member _____ Date _____

B. PHILOSOPHY

What are the major goals of your kindergarten program?

C. CHILDREN

3. Pattern for grouping children preferred by you:

a. Homogeneous . . . . . _____
(1) Age . . . . . _____
(2) Ability estimate . . . . . _____
(3) Readiness . . . . . _____
(4) Recommendation of prior teacher . . . . . _____
(5) Other (specify) _____ . . . . . _____

b. Heterogeneous . . . . . _____

c. Other (specify)_____ . . . . . _____

4. The most important benefits you can identify that children received from a full year prekindergarten experience:

a. More ready to participate in a group . . . . . _____
b. More interested in learning. . . . . _____
c. More verbal with an adequate vocabulary . . . . . _____
d. More socially adjusted . . . . . _____
e. Possessing a good self-concept . . . . . _____
f. Other (specify) _____ . . . . . _____

D. SERVICES

5. Curriculum areas supported by specialists and <u>most helpful</u> to you:

a. Reading . . . . . _____
b. Mathematics . . . . . _____
c. Art . . . . . _____
d. Music . . . . . _____
e. Physical Education . . . . . _____
f. Library . . . . . _____
g. Speech . . . . . _____
h. Other (specify) _____ . . . . . _____

6. Type of support by specialist preferred:

a. Classroom teaching with teacher present . . . . . _____
b. Classroom teaching without teacher present . . . _____
c. Consultant assistance . . . . . _____
d. Supervision . . . . . _____
e. Demonstration lessons . . . . . _____
f. Combination (specify) . . . . . _____
g. Other (specify) _____ . . . . . _____

7. Auxiliary district personnel <u>most</u> important in supporting your classroom program: (Choose <u>three</u>)

a. Psychological . . . . . _____
b. Health . . . . . _____
c. Nutrition assistance . . . . . _____
d. Social Services . . . . . _____
e. Referral to special agencies . . . . . _____
f. Other (specify) _____ . . . . . _____

8. Types of services provided by auxiliary personnel which are <u>most</u> helpful: (Choose <u>three</u>)

a. Psychological testing . . . . . _____
b. Physical examinations . . . . . _____
c. Dental examinations . . . . . _____
d. Teeth cleaning . . . . . _____
e. Height and weight . . . . . _____
f. Home visiting . . . . . _____
g. Parent education in child care and nutrition .. . _____
h. Achievement testing . . . . . _____
i. Other (specify) _____ . . . . . _____
j. Other (specify) _____ . . . . . _____

E. CURRICULUM

9. Check the four areas which would best describe your program emphasis:

a. Language development . . . . . _____
b. Academic skills (reading, writing, arithmetic) . _____
c. Physical coordination and motor development . . _____
d. Cognitive development (thinking, problem solving, conceptualization). . . . . _____
e. Social-emotional development . . . . . _____
f. Sensory awareness . . . . . _____
g. Creative arts and expression . . . . . _____
h. Attitude toward learning (curiosity, experimentation, enthusiasm) . . . . . _____

10. Reason for your choice:

a. They are representative of your philosophy . . . _____
b. They are the current emphasis in your classroom _____

11. Identify basic readers, workbooks and other programmed materials used:

Curriculum Area	(2)Name	(2)Publisher	(3) Beginning Date for Use
a. Reading			
b. Mathematics			
c.			
d.			
e.			
f.			

12. Your responsibility in the development of your districtwide kindergarten curriculum and program:

a. A member of a committee of teachers . . . . . _____
b. A member of a committee of teachers and administrators . . . . . _____
c. Working with a single administrator . . . . . _____
d. You alone . . . . . _____
e. None . . . . . _____
f. Other (specify) _____ . . . . . _____

13. Advantages of full-day schedule (if applicable):

a. More time to assist children . . . . . _____
b. More enrichment possible . . . . . _____
c. Slower tempo in classroom . . . . . _____
d. More curriculum areas covered . . . . . _____
e. Other (specify) _____ . . . . . _____

14. Nutrition program programmed and preferred:

	(1) Programmed	(2) Preferred
a. Breakfast		
b. Snack		
c. Extended snack		
d. Lunch		
e. Other _____		

F. MATERIALS AND METHODS

15. Materials and teaching aids readily available for your use:

a. Supplementary library books . . . . . _____
b. Professional library . . . . . _____
c. Overhead projector . . . . . _____
d. Opaque projector . . . . . _____
e. Display space . . . . . _____
f. Movie projector . . . . . _____
g. Tape recorder . . . . . _____
h. Films and filmstrips . . . . . _____
i. Television . . . . . _____
j. Photographic materials . . . . . _____
k. Record player and records . . . . . _____
l. Video tape . . . . . _____
m. Duplicating equipment . . . . . _____
n. Laminator . . . . . _____
o. Science and mathematics kits . . . . . _____
p. Other _____ . . . . . _____
q. Other _____ . . . . . _____

16. Techniques and methods you use and the four you feel most successful in meeting your overall objectives:

	(1) Utilized	(2) Most Successful
a. Individualized activities		
b. Small group activities		
c. Total group activities		
d. Self-chosen activities (free play, block building, dramatic play)		
e. Discussions		
f. Learning Center		
g. Audio-visual presentations		
h. Field trips		
i. Resource people		
j. Discovery and experimentation		
k. Dramatization and story telling		
l. Other (specify) _____		

G. EVALUATION

17. Techniques and instruments used in evaluating children's progress and the two you feel are most important:

	(1) Utilized	(2) Most Successful
a. Commercial readiness tests		
b. Anecdotal records		
c. Teacher parent conferences		
d. Report cards of accomlishment (attach)		
e. Combination (specify) ___		
f. Other (specify) _____		

H. PROGRAM TRENDS AND COORDINATION

18. Major changes that have been made in your kindergarten program

a. In the last year?

b. In the last five years?

c. Why were the changes included or excluded from the kindergarten program?

d. What changes do you anticipate making in your kindergarten program?

19. Activities engaged in to achieve kindergarten program coordination and articulation with the first grade program? And the primary grades?

	(1) K - 1	(2) K - 3
a. Beginning-of-year meetings of teachers		
b. Periodic meeting of teachers		
c. End-of-year meetings of teachers		
d. Curriculum committee		
e. District wide Curriculum Committee		
f. Written reports and/or records		
g. Other (specify) _____		

I. STAFF DEVELOPMENT AND SUPERVISION

20. Responsibility for supervision of the kindergarten program rests with:

a. Assistant Superintendent for Elementary Education .	
b. The Early Childhood Supervisor	
c. The Director of Elementary Curriculum	
d. The Building Principal	
e. Other (specify) _____	
f. Other (specify) _____	

21. Responsibility you have for the selection of materials for your kindergarten program:

a. Selection from catalog	
b. Set sum of money to spend	
c. Part of a committee	
d. None	
e. Other (specify) _____	

22. Opportunities provided by the district most important to you in keeping your program current:

	(1) Provided	(2) Four Most Important
a. Workshops		
b. Grade meetings		
c. Faculty meetings		
d. Classroom visitation by supervisory personnel		
e. Interclassroom visitation by teachers		
f. Memberships in Early Childhood Organizations		
g. Inservice courses		
h. Attendance at area, State or national conferences		
i. Professional library		
j. Payment of fees for college courses		
k. Salary increment for course completion		
l. Other (specify) _____		

H. PARENT INVOLVEMENT

23. How are parents involved in your kindergarten program? Which activities do you consider to be most successful?

	(1) Utilized	(2) Three Most Successful
a. Parent Teachers Association	_____	_____
b. Pre-registration program	_____	_____
c. Kindergarten Mothers Group	_____	_____
d. Classroom visitations and/or observations	_____	_____
e. Outreach programs	_____	_____
f. "Mothers as Classroom Assistants Program"	_____	_____
g. Parent-Teacher Conferences	_____	_____
h. Parent newsletter	_____	_____
i. Home visits	_____	_____
j. Other (specify) _____	_____	_____
k. Other (specify) _____	_____	_____

K. COMMENT

24. Is there anything you would like to add which would assist in describing your kindergarten program?

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Bureau of Child Development
and Parent Education

1975-76

KINDERGARTEN STUDY

INTERVIEW FORM - SCHOOL ADMINISTRATORS

Name of School District_____Number _____

Address of School District_____

Name of Chief School Officer _____ Telephone Number_____

Name of Person Interviewed _____ Title _____

Bureau Member _____ Date _____

B. PHILOSOPHY

What are the major goals of your prekindergarten program?

C. CHILDREN

3. Policy related to screening and testing:

	(1) Screening Health	(2) Screening for Handicaps	(3) Testing of under-age children for early admission	(4) Other
a. District policy				
b. School policy				
c. None				
d. Other _____				

4. Policy related to class placement of kindergarten children:

	(1) Heterogeneous	(2) Homogeneous	(3) Inter-Age	(4) Other Considerations
a. District policy				
b. School policy				
c. None				
d. Other _____				

E. CURRICULUM

5. Rank the four most important curriculum emphases in order of district priority:

a. Language development . . . . . _____
b. Academic skills (reading, writing, arithmetic) . . . . . _____
c. Physical coordination and motor development. . . . . _____
d. Cognitive development (thinking, problem solving, conceptualization) . . . . . _____
e. Social-emotional development . . . . . _____
f. Sensory awareness . . . . . _____
g. Creative arts and expression . . . . . _____
h. Attitude toward learning (curiosity, experimentation, enthusiasm) . . . . . _____

6. Differences between full-day and half-day program (if applicable):

a. Slower tempo . . . . . _____
b. Enriched program . . . . . _____
c. Other _____ . . . . . _____
d. Other (specify) _____ . . . . . _____

F. MATERIALS AND METHODS

7. Materials and teaching aids readily available for the teachers use:

a. Supplementary library books . . . . . _____
b. Professional library . . . . . _____
c. Overhead projector . . . . . _____
d. Opaque projector . . . . . _____
e. Display space . . . . . _____
f. Movie Projector . . . . . _____
g. Tape recorder . . . . . _____
h. Films and filmstrips . . . . . _____
i. Television . . . . . _____
j. Photographic materials . . . . . _____
k. Record player and records . . . . . _____
l. Video tape recorders . . . . . _____
m. Duplicating equipment . . . . . _____
n. Laminator . . . . . _____
o. Science and mathematics kits. . . . . _____
p. Other _____ . . . . . _____
q. Other _____ . . . . . _____

8. Teaching techniques and methods used most frequently in the program:

a. Individualized activities . . . . . _____
b. Small group activities . . . . . _____
c. Total group activities . . . . . _____
d. Self-chosen activities (free play, block building, dramatic play) . . . . . _____
e. Discussions . . . . . _____
f. Learning centers . . . . . _____
g. Audio-visual presentations . . . . . _____
h. Field trips . . . . . _____
i. Resource people . . . . . _____
j. Discovery and experimentation . . . . . _____
k. Dramatizations and storytelling . . . . . _____
l. Other (specify) . . . . . _____

G. EVALUATION

9. Techniques and instruments used in evaluating progress and/or used as a basis for promotion to first grade:

a. Commercial readiness tests . . . . . _____
b. Anecdotal records . . . . . _____
c. Teacher-parent conferences . . . . . _____
d. Report cards of accomplishments (attach) . . . . . _____
e. Combination (specify) _____ . . . . . _____
f. Other (specify) _____ . . . . . _____

10. Basis for the district's policy on promotion/retention:

	(1) K to 1	(2) 1-3
a. Almost universal promotion		
b. Readiness tests		
c. Achievement tests		
d. Teacher-made tests		
e. Teacher's recommendation		
f. Child's attendance		
g. Parent-teacher conference and agreement		
h. One retention only in grades K-3		
i. One retention only in grades 1-3		
j. Other (specify) _____		
k. Other (specify) _____		

H. PROGRAM TRENDS AND COORDINATION

11. Major changes that have been made in your kindergarten program:

a. In the last year?

b. In the last five years?

c. Why were the changes included or excluded from the kindergarten program?

d. What changes do you anticipate making in the kindergarten program?

12. Activities engaged in to achieve articulation and coordination of programs in kindergarten and first grade; kindergarten and primary grades:

	(1) K-1	(2) K-3
a. Beginning-of-year meetings of teachers	_____	_____
b. Periodic meetings of teachers	_____	_____
c. End-of-year meetings of teachers	_____	_____
d. Curriculum committee	_____	_____
e. Districtwide curriculum Committee	_____	_____
f. Written records and reports	_____	_____
g. Other (specify) _____	_____	_____

I. STAFF DEVELOPMENT AND SUPERVISION

13. Activities provided by district to foster teacher growth:

a. Workshops . . . . . .
b. Grade meetings . . . . . .
c. Faculty meetings . . . . . .
d. Classroom visitation by supervisory personnel . . . . .
e. Interclassroom visitation by teachers . . . . . .
f. Memberships in Early Childhood Organizations . . . . .
g. Inservice courses . . . . . .
h. Attendance at area, State or national conferences . . .
i. Professional library. . . . . .
j. Payment of fees for college courses . . . . . .
k. Salary increment for course completion . . . . . .
l. Other (specify) . . . . . .

14. Responsibility for supervision of kindergarten program:

a. Assistant superintendent for Elementary Education . . .
b. The Early Childhood Supervisor . . . . . .
c. The Director of Elementary Curriculum . . . . . .
d. The Building Principal . . . . . .
e. Other (specify) . . . . . .
f. Other (specify) . . . . . .

15. Responsible for selection of kindergarten materials:

a. Committee of teachers . . . . . .
b. Committee of teachers and administrators . . . . . .
c. Single teacher . . . . . .
d. Single administrator (specify) _____ . . . . .
e. Other (specify) _____ . . . . . .

J. PARENT INVOLVEMENT

16. Activities sponsored or encouraged by district to involve parents in the kindergarten program and those found most successful:

	(1) Activities	(2) Most Successful
a. Parent-Teachers Association		
b. Pre-registration Program		
c. Kindergarten Mothers Group		
d. Classroom visitations and/or observations		
e. Outreach programs		
f. "Mothers as Classroom Assistants Program"		
g. Parent-teacher conferences		
h. Parent newsletters		
i. Home visits		
j. Other (specify) _____		
k. Other (specify) _____		

K. COMMENT

17. Is there anything you would like to add which would assist in describing the kindergarten program of your district (?)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Bureau of Child Development
and Parent Education

1975-76

KINDERGARTEN STUDY

INTERVIEW FORM - SCHOOL ADMINISTRATORS (CENTRAL OFFICE)

Name of School District _____ Number _____

Address of School District _____

Name of Chief School Officer _____ Phone # _____

Name of Director of
Elementary Education _____ Title _____

Name of Early Childhood
Supervisor _____ Title _____

Name of Person Interviewed _____ Title _____

Bureau Member _____ Date _____

A. ORGANIZATIONAL DATA AND INFORMATION

1. Classrooms, Schools and Children

a. Number of Elementary Schools . . . . . .

b. Number of Schools with Kindergartens . . . . . .

c. Number of Kindergarten Classrooms . . . . . .

d. Number of Kindergarten Classes . . . . . .

e. Number of Full-Day Classes . . . . . .

f. Number of Half-Day Classes . . . . . .

g. Average Class Size . . . . . .

h. Average Ratio - Staff to Children . . . . . .

i. Total Number of Kindergarten Children . . . . . .

2. Time Schedule

a. Half Session - Morning A.M. . . . . .

b. Half Session - Afternoon P.M. . . . . .

c. Full Session (all day) A.M. _____ to P.M. . . .

3. Staffing - Kindergarten — Number

a. Supervisors (K) (other than principals) . . . . . _____
(F.T.E.-Full Time Equivalent)

b. Classroom Teachers (K) . . . . . _____
(F.T.E.-Full Time Equivalent

c. Average Length of Experience of Teachers (K) . . . . . _____

d. Auxiliary Classroom Personnel (List numbers)

(1) Paraprofessionals . . . . . _____

(2) Parent Participants . . . . . _____

(3) Volunteers . . . . . _____

(4) Student Teachers . . . . . _____

(5) Other (specify) _____ . . . . . _____

e. Specialists Available (For K Children) (number) . . . _____

	(a) Total # Minutes per week with K's	(b) Classroom Teaching w/Teacher Present		(c) Assist Teacher in Planning	(d) Inservice Education	(e) Working with Parents
		Yes	No			
(1) Reading						
(2) Mathematics						
(3) Foreign Languages (specify)						
(4) Art						
(5) Music						
(6) Library						
(7) Speech						
(8) Physical Education						
(9) Curriculum areas a._____ b.						
(10) Other _____						
(11) Totals						

3. Staffing -Kindergarten (continued)

f. Auxiliary Service Personnel (For K Children) (not including speech)

	(a) Testing	(b) Treatment	(c) Class Participation	(d) Inservice w/ Teachers	(e) Working w/ Parents	(f) Other
(1)Psychologist						
(2)Nurse						
(3)Doctor						
(4)Dentist						
(5)Nutrition Assistant						
(6)Social Worker						
(7)Other _____						
(8)Other _____						
(9)Other _____						
(10)Totals _____						

g. Referral Agencies Utilized (specify)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) Total Number . . . . . .

4. Nutrition

a. Breakfast . . . . . .

b. Snack . . . . . .

c. Extended Snack . . . . . .

d. Lunch . . . . . .

5. Transportation

a. Reason for full-day schedule (If applicable)

(1) Bus Schedule . . . . . _____
(2) Community Demands . . . . . _____
(3) Educational Value . . . . . _____
(4) Other (specify) _____ . . . . . _____

b. Approximate length of time kindergarten children spend on bus each way to school

(1) under 15 minutes . . . . . _____
(2) over 15 minutes . . . . . _____
(3) over 30 minutes . . . . . _____
(4) over 45 minutes . . . . . _____
(5) over 1 hour . . . . . _____
(6) None . . . . . _____
(7) Other (specify) _____ . . . . . _____

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6. Children

a. Approximate percentage of children having had full school year pre-school, prekindergarten, and/or nursery school experience:

(1) 1-10% . . . . . _____
(2) 11-25% . . . . . _____
(3) 26-50% . . . . . _____
(4) 51-75% . . . . . _____
(5) 76-99% . . . . . _____
(6) 100% . . . . . _____

b. Approximate percentage of annual mobility of the children in the district during recent years:

	(a) Within District	(b) Outside District
(1) 1-10%	_____	_____
(2) 11-25%	_____	_____
(3) 26-50%	_____	_____
(4) 51-75%	_____	_____
(5) 76-99%	_____	_____
(6) 100%	_____	_____

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7. Curriculum

a. Responsibility for development of district kindergarten curriculum and program rests with:

(1) Committee of teachers. . . . . _____
(2) Committee of teachers and administrators . . . . . _____
(3) A single teacher . . . . . _____
(4) A single administrator . . . . . _____
(5) Other (specify) _____ . . . . . _____

7. Curriculum (continued)

b. District written courses of study:

(1) Kindergarten alone . . . . . _____
(2) Kindergarten - Grade 1 . . . . . _____
(3) Kindergarten - Grade 3 . . . . . _____
(4) Kindergarten - Grade 6 . . . . . _____
(5) None . . . . . _____
(6) Other (specify) . . . . . _____

c. Practices or procedures used in developing district courses of study:

(1) Workshops - teachers and administrators . . . . . _____
(2) Inservice meetings . . . . . _____
(3) Examination of books & materials . . . . . _____
(4) Curriculum committees summer workshops . . . . . _____
(5) Examination of State curriculum guides . . . . . _____
(6) Curriculum committees workshops . . . . . _____
(7) A combination (specify _____ . . . . . _____
(8) Other (specify) _____ . . . . . _____

d. If basal series, workbooks and/or programmed materials are used, list:

Curriculum Area	(a) Name	(b) Publisher	(c) Beginning Date of Use
(1) Reading	____	_____	_____
(2) Mathematics	____	_____	_____
(3) _____	____	_____	_____
(4) _____	____	_____	_____
(5) _____	____	_____	_____
(6) _____	____	_____	_____
(7) _____	____	_____	_____

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1975-76

CLASSROOM OBSERVATION FORM
KINDERGARTEN STUDY

School District _____ Bureau Member _____

School _____ Date of Visit _____

Teacher's Name _____ Time of Visit: A.M._____ P.M._____

Children: Enrollment _____ Half-Day _____

Present _____ Full-Day _____

Staff: Paraprofessionals _____ Specialists:

Volunteers _____ Art _____

Student Teachers _____ Music _____

Other _____ Physical Education_____

I. EQUIPMENT, MATERIALS AND OTHER RESOURCES A. INDOOR SPACE	(a) Available	(b) In Use	(c) Defined Area	COMMENTS
1. Art				
2. Audio-Visual				
3. Blocks				
4. Cooking				
5. Dress-up and Props				
6. Games, Manipulative Toys and Puzzles				
7. Housekeeping				
8. Mathematics				
9. Music				
10. Reading and Writing				
11. Sand/Water				
12. Science				
a. Live animals				
b. Plants				
c. Other				
13. Woodworking				
14. Bulletin Boards				
15. Resting Equipment				
16. Storage				
17. Tables and Chairs				
18. Classroom Library				
19. Other				

B. OUTDOOR SPACE	Available (a)	In use (b)	Defined Area (c)	COMMENTS
1. Climbing Equipment				
2. Construction Equipment				
3. Dramatic Play Equipment				
4. Throwing Equipment				
5. Transportation Equipment				
6. Garden Area				
7. Storage				
8. Other				

II. CONTENT AND PRACTICES A. CONTENT	Individual (a)	Small Group (b)	Total Group (c)	Teacher-Directed (d)	Child-Directed (e)	COMMENTS
1. Arts and Crafts						
2. Cultural Heritage						
3. Foreign Language						
4. Handwriting						
5. Health						
6. Listening						
7. Literature						
8. Mathematics						
9. Music/Rhythms						
10. Physical Education						
11. Reading						
12. Safety						
13. Social Sciences						
14 Speaking						
15. Writing/Dictating						
16. Science						
17. Other						

B. PRACTICES — APPROXIMATE TIME SPENT

1. Teacher-Directed Activities . . . . . _____

2. Child-Directed Activities . . . . . _____

3. Routines

a. Bathroom . . . . . _____

b. Nutrition . . . . _____

c. Rest . . . . . _____

d. Transitions . . . _____

Total Routines . . . . . _____

C. TOTAL OBSERVATION TIME . . . . . _____

III. SUMMARY